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ABSTRACT
This compendium contains responses to a questionnaire sent to directors and investigators of college and university recruiting programs. The responding institutions cited the desire to make higher education accessible to those excluded either by restrictive admissions policies or financial hardship as the primary reason for recruiting minority or disadvantaged students. Most thought personal interviews the best means to determine potential academic success, although test scores are not entirely discounted. Usually, recruitment is carried out at the community level through agencies such as Project Talent and Upward Bound. The compendium presents short descriptions of recruitment methods at 54 colleges and universities. (WM)

ED 043 788

COMPENDIUM SERIES
OF CURRENT RESEARCH,
PROGRAMS AND PROPOSALS

Number 3:
RECRUITING DISADVANTAGED STUDENTS

Prepared by
Carol Herrnstadt Shulman

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December 1970

AA 000 623

FOREWORD

The ERIC Clearinghouse on Higher Education, one of a network of clearinghouses established by the U.S. Office of Education, is concerned with undergraduate, graduate, and professional education. As well as abstracting and indexing significant documents in its field, the Clearinghouse prepares its own and commissions outside works on various aspects of higher education.

One of its current projects is the compilation of compendiums listing ongoing or recently completed research studies and programs in various areas. This compendium, the third in the series, is concerned with recruiting disadvantaged students. Following an introductory essay are brief descriptions of relevant general studies and institutional programs. Each item is listed alphabetically by title of study or institution and includes, where possible: beginning date of program, the name(s) of the recruiting personnel, and the source of funding, if other than the institution itself.

Several of the reports are available in microfiche and hard/photo copy from the ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Abstracts of the documents appear in *Research in Education*, which is published monthly by the U.S. Office of Education and may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Single copies cost $1.75; annual subscriptions, $21.00.

Carl J. Lange, Director,
ERIC Clearinghouse on Higher Education
November 1970

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REVIEW

During the 1960s, predominantly white colleges and universities began to come under attack for their failure to open their institutions to minority and/or disadvantaged students. Critics argued that this exclusion helped prevent these students from achieving upward economic and social mobility. Increasingly, these colleges and universities have answered their critics and demonstrated their concern for the twin problems of poverty and racial discrimination by initiating special recruiting programs to reach a neglected population.

An examination of the accompanying compendium indicates that institutions offer two explanations for launching a recruiting program for minority group students: to make the campus population more closely approximate the national mixture of racial and ethnic groups and consequently broaden their students' outlook; and/or to provide a college opportunity for youths–in the local community or nationally–who had not considered higher education a feasible option because of earlier restrictive admission policies and lack of finances. Generally, the programs listed in the compendium are based on this second objective. Because an institution's aim in establishing such a recruiting program affects its selection of a target population and its criteria for admission, and because these factors, in turn, determine the organization and methods of the program, this essay will consider them before discussing the programs.

Target population

Two key terms are usually used to identify a recruiting program's target population–"disadvantaged" and "high risk." Although these terms are often used interchangeably, a distinction can be made between them. "Disadvantaged" refers to a socioeconomic and poor academic background that severely limits a student's college opportunities as well as any other career choice. Because the "disadvantaged" student cannot meet traditional admissions criteria, he is considered a "risk." But "risk" may also be a broader term, referring to any student whose academic background and credentials are weaker than the rest of a particular college population. Obviously, a student who is considered a "risk" at one institution may be completely acceptable academically at another reputable college.

A report from Vanderbilt University (63) makes a distinction for its own program's purposes between the student who is both disadvantaged and a risk and the student who is a risk by traditional measurements alone. The risk student, described as "false negative," is one who is refused admission through the normal selection process but who might succeed at Vanderbilt if greater weight were given to motivation, rather than test scores. The disadvantaged student is one who would need a special compensatory program in order to succeed. The problem of ambiguity in the term "risk" is also mentioned by Wilbur D. Simmons in a report of a survey of special programs for disadvantaged students at Midwestern colleges (11). The term, he notes, is broad enough to include students having financial problems, belonging to a minority group, or having an academic record that is poor but shows promise of improvement in college.

Considering the relationship of background to college attendance, Fred H. Borgen surveyed black students "commended" under the National Achievement Scholarship

Program for Outstanding Negro Students (1). He ranked students by socioeconomic background and educational advantages, and found a correlation between background and institution attended–from least advantaged students who attended public and low selective private schools, to most advantaged students who attended highly selective institutions.

Colleges and universities principally interested in increasing their minority enrollment are likely to recruit students who, while perhaps falling below their ordinary standards for admission, have demonstrated ability for college work. A pool of such candidates may be found through the National Achievement Scholarship Program for Outstanding Negro Students (8). If, when taking the qualifying test for a National Merit Scholarship, black high school students indicate their race on the test form, they are considered for the Achievement competition, their names are made available to colleges and universities, and they are eligible for financial aid.

Since the identification of disadvantaged students includes an evaluation of their socioeconomic background, the New Jersey report (6) on its Educational Opportunity Fund (EOF) is particularly helpful. It cites factors used to identify the disadvantaged population the program hopes to reach.

> ... total family size and number of dependents [are considered in relation] to (1) gross annual income, (2) educational background of father, (3) educational background of mother, (4) level of highest grade of achievement by sex of parent, (5) employment of father, (6) employment of mother, and (7) membership in a minority group. This last, while not a prerequisite for aid under the program, has some correlation with disadvantagement.

Students qualifying for special aid are primarily recruited from black, inner-city areas. This is particularly true for institutions which have limited their minority recruiting programs to the local community (12, 17, 29, 31, 32, 46, 53, 54, 61, 62). The most extensive urban-oriented program included in the compendium is that conducted by the City University of New York, which now has more than 7000 disadvantaged students in its programs. SEEK (19), or Search for Education, Elevation, and Knowledge, and College Discovery (19) are both concerned with students in New York City's public high schools, as well as with young people who have left school.

Although they encompass greater areas, New York State's (7) and New Jersey's programs serve largely urban states, and therefore reach similar socioeconomically deprived minority students. Using the criteria discussed earlier, New Jersey's Educational Opportunity Fund (6) reports that its typical student comes from a family of more than five people, three or four of whom are dependents; one-third have family incomes of less than $3000; three-fifths of the parents have less than a high school education; and approximately four-fifths of the students are black and Puerto Rican, the remaining one-fifth being white. Although the report on New York State's Higher Education Opportunity Program (HEOP) does not specify its target population, it advises colleges "to design a profile into which a broad range of prospective students can fit." Additional discussion in the report indicates that most HEOP students share a background similar to that of the disadvantaged New Jersey student.

Admission criteria

While colleges and universities may differ in their understanding of risk or disadvantaged students, they have adopted similar methods of assessing students in these categories. Following standard procedures, admissions officers are concerned with the risk student's character, academic potential, and achievement, but this information is evaluated differently from that of the ordinary student. In deciding between the value of high school records and College Board scores, admissions officers favor academic records over test scores for disadvantaged students. Several colleges which place primary importance on high school records, however, look for strength in an academic field (21, 42) or class rank (23, 55, 61, 63, 66). All institutions using other criteria de-emphasize the importance of both these measurements. Bowdoin College (14) makes their inclusion in the applicants' folders optional.

It is generally believed that test scores do not necessarily predict potential for success in college, as a Massachusetts Institute of Technology report points out (42). However, Kenneth Burgdorf found that for participants in the National Achievement Scholarship Program (9), "competition status was directly related to college success on all major indices," including completion of freshman year, return for the sophomore year, and grades. Another National Merit Corporation investigator, Warren S. Blumenfeld (10), reports in a study of the ways a competitor enters the Achievement contest–via nomination by high school or test score–that test scores are a more accurate indication of success than class rank.

In selecting specially recruited students, admissions offices emphasize the importance of personal strengths. Most institutions require personal interviews, and counselors look for qualities such as determination, motivation, and ability to adapt to a new situation. These criteria reflect the institution's concern for the disadvantaged student's ability to overcome whatever academic and emotional problems may be encountered at a predominantly white institution. One brochure deals specifically with the difficulty of this adjustment. *Black at Carleton* (16), written by black students, warns:

> Coming from a black ghetto into a white ghetto is a jolting experience.... I knew from my first day here that it would not be easy. I am black in a white school. It can't be easy.

Counselors are more interested in how a student can help himself succeed than in what qualities he can offer his class, since his different background and point of view are themselves considered contributions. Northwestern University looks, therefore, for "non-intellective" factors such as pride, self-expectancy, responsibility, and agressiveness (46). Transitional Year Program counselors at Brandeis University (15) use other indications of personal development besides the interview: the care with which the candidate fills out his application; his special problems–such as drugs–which do not necessarily result in rejection; and his activities five years prior to his application.

In examining 97 programs for specially recruited students in the Midwest, Wilbur D. Simmons found that personal interviews were considered the most important measurement in selecting students. However, he also noted a continued reliance on standard admission criteria, and asks if "the interviews were used to select students or to confirm assessments of admission documents."

Procedures

Colleges and universities that have established a recruiting program for disadvantaged students or are actively seeking to increase their minority enrollment rely on similar practices and procedures for reaching their target population. One important aspect is the involvement of minority group representatives in the program. In a survey of 129 recruiting programs at a wide range of Midwestern colleges and universities, the College Entrance Examination Board (2) found that "few colleges are attracting large numbers of minority students without well organized programs for doing so. The importance of minority involvement [is] frequently emphasized." The survey, however, reveals that many institutions do not have these requirements for success.

This finding is corroborated by the listings in the compendium: only about one-half of the institutions specify that their recruiting officer is from a minority group and/or that minority group students are employed as recruiters. When they are employed, these students compose part of the recruiting team that visits high schools, and they also seek candidates in their home neighborhoods. At Northwestern University (46), black students receive three months of training before serving as recruiters. Students from Connecticut College conducted their own recruiting program during a two-week special studies period and report finding students who would not otherwise have been contacted (24). A proposal for a special admissions program at Vanderbilt University recommends that black undergraduate and graduate students be trained to conduct interviews with candidates, at least at the initial stages of application in order to deal effectively with "the attitudinal problems which any interviewers are bound to encounter" (63).

Recruiters are likely to be the disadvantaged student's first association with a college, and therefore, they affect his attitude toward it. The 1969-1970 report from New York State's Higher Education Opportunity Program (7) suggests:

> The public image of the institution should convey an interest in recruiting people from a diversity of backgrounds. The admissions catalogue should contain... photographs of a variety of cultures and ethnic groups rather than an all white, middle or upper class student body.

Reports from institutions with both small and large programs indicate that recruiting disadvantaged students takes place at the community, or grass roots, level. While recruiters still use traditional methods of contacting high school counselors, and visiting high schools, the emphasis has been changed to inner-city schools. In addition, recruiting personnel can turn to a variety of public and private organizations for disadvantaged and minority group applicants: Project Talent, Upward Bound, National Scholarship and Service Fund for Negro Students, and other local or regional groups. Colgate University, for example, contacts 70 community action programs across the country, as well as the local Hamilton, New York high schools (21).

Recruiters must sell their institution differently to the disadvantaged candidate than they would to their more traditional clientele. They must provide a realistic picture of the opportunities and problems he will encounter at a predominantly white institution. Tulane University reports that during their high school visits recruiters discuss "the rationale behind a black man attending a predominantly white university" (56). At the

University of California, Los Angeles, recruiters talk to ninth and tenth grade students, stressing "the importance of getting an education... of coming to the University and then *returning to their communities* to make contributions with the knowledge they are able to acquire at the University" (57). Applicants also learn about colleges through day and weekend campus visits, which frequently are organized by minority group organizations (18, 21, 26, 39, 46, 51, 52, 64).

As the profile of the disadvantaged student would indicate, financial aid is a crucial consideration in his decision to attend college. New Jersey's *Educational Opportunity Fund* report (6) cites the diminished chances of higher education in low-income families:

> in the national averages, 20 percent of those with a family income of less than $3000 were likely to have a member in college. For families with an income of $15,000, 87 percent have a member in college.

William Trent notes the reasoning underlying these statistics:

> If the lack of preparation... is compounded by the inability of a black student realistically to consider a college education while living on a welfare budget, what is the likelihood of encouraging him to stay in school and do more academic work? His question is simply, "Why?" (4)

Recognizing these facts, all institutions listed in the compendium offer complete or limited aid through scholarships, work-study grants, and loans. Two of these have unusual approaches to aid: the University of Iowa (59) meets with parents and students to discuss financial questions before admission; and the Massachusetts Institute of Technology (42) provides full financial assistance for the recruited student's first two years and scholarship and loan aid on a par with other students for the last two years.

In *Admission of Minority Students in Midwestern Colleges* (2), Warren Willingham reports that

> at present minority students are receiving some 14% of all aid to freshmen in Midwestern four-year colleges. This is about three times the proportion of minority students among all freshmen. The financial implications for colleges planning to increase their minority enrollment seem clear.

Recruiters cannot realistically expect the disadvantaged student to take out large-scale loans. In New York State's Higher Education Opportunity Program, students do not usually assume more than $500 in loans because "the burden of a heavy loan is psychologically intolerable to one living on a marginal financial income." It is clear that recruiters face a major problem in financing both their programs and their students, and it would seem that funding must increasingly come from state and federal sources.

Colleges and universities that have instituted special recruiting programs appear to be firmly committed to the principle of increasing opportunities for minority group students who cannot be evaluated by traditional yardsticks. Recruiters have now established basic techniques for reaching this new college population, and minority group students in college will certainly exert their influence to maintain and improve these programs.

COMPENDIUM

To gather information for this compendium, a brief questionnaire was sent to 140 directors of college and university recruiting programs and investigators studying recruiting problems in higher education. Sixty-six usable replies were collected.

General Studies and Programs

1. *Able Black Americans in College: Entry and Freshman Experiences.* Fred H. Borgen. NMSC Research Reports, volume 6, number 2 (Evanston, Ill.: National Merit Scholarship Corporation, 1970). HE 001 731 (RIE Feb 71) MF-$0.25, HC-$1.35.

   The author surveyed black students "commended" by the National Achievement Scholarship Program for Outstanding Negro Students (8) after their freshman year at a four-year college. Predominantly Negro colleges were classified as public and private, and largely white institutions as low, moderate and high selectivity. Ranking the students by socioeconomic status and educational advantages from lowest to highest, the author found a correlation between background and institution attended. Public institutions attract the least advantaged students; public and low selectivity schools enrolled similar student bodies; about one-half of the men and one-third of the women attended colleges of at least moderate selectivity; and one-third of the National Achievement Scholars enrolled in the highly selective institutions. The author suggests that:

   > since. . . black students within white colleges of varying selectivity are also highly differentiated with respect to standardized test scores, it is probable that the low and high selectivity white colleges are also enrolling black students with important attitudinal differences.

2. *Admission of Minority Students in Midwestern Colleges.* Midwest Committee for Higher Education Surveys. Report M-1. (Evanston, Ill.: College Entrance Examination Board, 1970). ED 041 557. MF-$0.25, HC-$1.75.

   This study reports on the recent experience of 129 Midwestern colleges in recruiting and enrolling minority students. Public, private, selective and non-selective institutions responded to the Midwest Committee survey. Some of the findings include: (1) three out of five institutions are working actively to enroll minority students; (2) most successful recruiting methods involve minority staff, special programs, direct contact with schools, or minority students, although many colleges are not using the first two methods; (3) the proportion of returning minority freshman was the same as for the majority student population; and (4) respondents generally forecast a continuing increase in minority enrollment, but the availability of public funds is a crucial factor. The report also noted that "few colleges are attracting large numbers of minority students without well organized programs for doing so. The importance of minority involvement was frequently emphasized."

3. *An Assessment of Educational Opportunity Programs in California Higher Education.* Harry Kitano and Dorothy Miller in association with Scientific Analysis Corporation. Prepared for the Joint Legislative Committee on Higher Education and the Coordinating Council for Higher Education. Number 70-1. February 1970. ED 038 105. MF-$0.50, HC-$5.45.

This study reports on the first five years of the Educational Opportunity Programs (EOP) in California. Although each institution develops its own program, the target population is the same for all:

> a disadvantaged student... comes from a low-income family, has the potential to perform satisfactorily on the college level but has been and appears to be unable to realize that potential without special assistance because of his economic, cultural, or educational background or environment.

Although the report considers recruiting still an important part of EOP, the significant work in this area was done at the programs' beginning when "minority students reacted with disbelief when informed of possible openings.... Continued enrollment and successful completion will alter this pattern." It notes that recruitment provides an opportunity for maintaining community ties and community acceptance of higher education as a feasible option. The report also suggests that recruiters consider students who are not part of a minority intellectual elite – the degree of "risk" would be determined by each program's resources. It anticipates that eventually EOP will be discontinued "as community, family and peer group support replaces its special functions."

4. *College Compensatory Programs for Disadvantaged Students.* Report 3 (Washington: ERIC Clearinghouse on Higher Education, September 1970). William T. Trent. MF-$0.25, HC-$1.00.

The author discusses the characteristics and evaluates the success of colleges' and universities' efforts on behalf of high risk or disadvantaged students. An appendix describing compensatory programs at 18 institutions is included. The author believes that institutions which have initiated programs because of a sense of responsibility to the black community, rather than a need for a more heterogeneous student population, relieve the disadvantaged students of a feeling of gratitude, which impairs his college experience. In surveying recruiting procedures, the author found that successful recruiting procedures require contact with: high school principals and guidance counselors, civic and community leaders, and federally funded programs. Recruiting teams, made up of black students from the institution as well as admissions officers, have been successful in dealing with community leaders and potential applicants on a personal basis. They provide a realistic description of what their institution can offer a disadvantaged student. Successful recruiting programs also involve personal interviews with and campus visits by the potential student.

5. *The Disadvantaged Student. Special Collegiate Programs. Admission. Financial Aid. Instruction.* (New York: Middle States Association of America, November, 1968). ED 030 378. MF-$0.25, HC-$8.00.

This document lists the special programs of 156 middle states colleges and universities for disadvantaged students. Descriptions of these programs were supplied by cooperating institutions and generally briefly discuss recruiting practices and admissions criteria.

6. *The Educational Opportunity Fund. Annual Report. Investment in the Future.* (Trenton, New Jersey: State of New Jersey Department of Higher Education, May 1970). HE 001 773 (RIE Feb 71). MF-$0.25, HC-$2.60.

This is the first report on the Educational Opportunity Fund (EOF), established to provide needy students with aid and supportive services at colleges and universities in New Jersey. More than 40 institutions enrolling over 4100 students now participate, and each has developed its own program. EOF students are described as "disadvantaged" by certain criteria. Using these criteria, the report profiles the typical EOF student: he comes from a family of more than five people, three or four of whom are dependent children; about one-third of these families have annual incomes less than $3000, and all incomes conform to poverty-level determinations; three-fifths of the parents have less than a high school education; 54% of male heads of household and 68% of female heads work in low-status jobs; approximately four-fifths of the students are black and Puerto Rican; one-fifth are white.

Now in its second year of the Fund's operation, EOF students are "progressing at a level almost equal to their regularly admitted counterparts" in academic subjects. They are also becoming involved in their campuses' extra- and co-curricular activities.

7. *Higher Education Opportunity Program.* Final Report 1969-1970. Part One (Albany, N.Y.: University of the State of New York, State Education Department, Division of Higher Education). HE 001 779 (RIE Feb 71) MF-$0.50, HC-$4.05.

This report describes the first year of operation of the Higher Education Opportunity Program (HEOP) which provides grants to over 50 colleges and universities for the recruitment and education of economically and educationally disadvantaged students who have potential for success in college. The most successful programs developed institutional profiles into which a broad range of students could fit. These programs used staff together with student recruiters who returned to their home environment to help identify students who might otherwise be overlooked, an effective method of bridging the gap between staff recruiters and disadvantaged candidates. Paraprofessionals were also hired for recruiting and related tasks. The report found that the public image of an institution was important in conveying interest in recruiting people from diverse backgrounds, particularly through its admissions catalogue. Other conditions which contributed to a successful HEOP year included: (1) admissions procedures which carefully consider a student's leadership ability, potential for

overcoming handicaps, and determination; (2) the provision of adequate financial aid without the "psychologically intolerable" burden of large loans and (3) a receptive campus attitude toward diverse racial, religious, and ethnic points of view.

8. *The National Achievement Scholarship Program for Outstanding Negro Students. Information for Principals and Counselors* (Evanston, Ill.: National Merit Scholarship Corporation, September 1969). Program began 1964. Sponsored by the Ford Foundation and others.

   This program awards both one-time National Achievement $1000 Scholarships and four-year sponsored Achievement Scholarships, carrying stipends of $250–$1500 a year. Black high school students compete on the basis of the National Merit Scholarship Qualifying Test (NMSQT) on which they indicate they want to be considered for the Achievement Scholarship. In the 1970-71 competition, about 1500 Achievement Program participants – divided among six geographic regions – who score highest on the NMSQT, will be declared Achievement Semifinalists. Their names will be listed in a booklet distributed to colleges, scholarship-granting agencies, and the news media. To become a Finalist, a student must be endorsed by his school, which provides the Corporation with his academic record, substantiate his NMSQT scores on his College Boards, and submit required standard information. A committee awards the $1000 awards on a geographic basis. Four-year Scholarships are awarded without reference to geographic region.

9. *Outstanding Negro High School Students: A One-Year Followup*. Kenneth Burgdorf. NMSC Research Reports, volume 5, number 4 (Evanston, Ill.: National Merit Scholarship Corporation, 1969). ED 029 560. MF-$0.25, HC-$0.80.

   The authors studied the effects of the first National Achievement Scholarship Program (8) on the colleges and the participants after their freshman year in June 1966. Findings demonstrate that NASP students received invitations to attend college in proportion to their rank in the NASP competition.

   > The Commended students received an average of more than three times as many invitations as did the Nominated students, and the Finalists and Scholars received at least 2.5 times more invitations than the Commendeds.

   With regard to grades,

   > the proportion of students receiving average freshman year grades of D or F tended to decrease with increasing status, while the proportions receiving A's tended to increase as a function of status.

   These findings indicate that "competition status was directly related to college success on all major indices."

10. *Selecting Talented Negro Students: Nominations Vs. Test Performance*. Warren S. Blumenfeld. NMSC Research Reports, volume 5, number 6 (Evanston, Ill.: National Merit Scholarship Corporation, 1970). ED 031 540. MF-$0.25, HC-$0.75.

The author studied black students entered in the National Achievement Scholarship competition to determine which method of entrance into the contest was the most accurate indicator of success. Four methods of entrance were available: (1) nomination (by the high school), no test score, (2) nomination, test score below cutting point, (3) nomination, test score above cutting point, and (4) not nominated, test score above cutting point. He found that while the nomination approach to selection provides wider coverage, the test score method more accurately indicates the most able students. Students in category 4 generally ranked lower in their class, came from a larger high school class and a school which had a low proportion of Negroes.

11. *Survey and Analysis of Higher Education Programs for the Disadvantaged Student.* Wilber D. Simmons (Urbana, Ill.: University of Illinois, March 1970) ED 040 262. MF-$0.50.

This report discusses the results of a survey of special educational opportunity programs (SEOP) at 462 junior and senior colleges and universities in Illinois, Indiana, Michigan, Ohio, and Wisconsin. SEOP is any "program operated by an institution that works with students from an economically and/or educationally disadvantaged background." Of the schools surveyed, 97 had special programs, the majority of which are two years old. The author finds a problem in the definition of "high-risk" students. Most respondents indicated they believed they were recruiting this type of student, but

> this may mean a student from a minority group, or with economic problems, or who hasn't done well in the educational setting but does show some evidence of latent academic potential.

In selecting these students, over 60% of the respondents considered interviews the most important instrument in selecting students. Since these programs also rely on standard admission criteria, the author asks if "the interviews were used to select students or to confirm assessments of admission documents." He suggests that colleges using standard test results may overlook important information concerning leadership or creative ability.

Institutional Programs

12. The American University, Washington, D.C. Lewis E. Hudnell, Director, the Frederick Douglass Scholarship Program. Began Spring 1968.

The Program recruits financially disadvantaged students from the District of Columbia whose "academic history indicates potential for a successful academic and personal experience at the University." Of the 81 Douglass

Scholars in the program, 43 are freshmen this year (1970), and 40 students receive grants for on-campus room and board in addition to tuition benefits.

13. Boston University, Edward C. Rouch, Bruce Grigsby and Ouida Belcher, Afro-American Program/Admissions, 121 Bay State Road, Boston, Massachusetts 02215. Begun May 1968. Sponsored by institutional and federal funds.

    Afro-American and minority group students are recruited through professional, city and federal government contacts, inter-city high school visits, and student recruiters. Recruitment extends from the Eastern seaboard to the deep South. Applicants are judged on the basis of their academic record, principal's recommendation, and some testing information, in that order. The Admissions Office also considers the student's pre-professional goal, motivation, and determination. Financial aid plays a large part in the program. The parents' confidential statement is used and grants of about $3000 are awarded. There are presently 237 students enrolled as a result of this program, and an additional 110 students scheduled for September 1970 enrollment.

14. Bowdoin College, Brunswick, Maine 04011. David R. Treadwell, Jr., Associate Director of Admissions. Began 1964.

    Bowdoin has been admitting "disadvantaged/minority students who are exceptional in motivation and promise, although their prematriculation statistics do not measure up to the norm of Bowdoin's class." Financial aid is available, and the application fee may be waived. Applicants do not have to furnish CEEB scores. Once admitted, these students are closely supervised and tutorial aid is provided. In 1969, 10% of the freshmen were black disadvantaged students and they generally have performed on par with the rest of the class.

15. Brandeis University, Waltham, Massachusetts 02154. Chris Douglas, Director, and Ismael Hurreh, Coordinator, Transitional Year Program.

    The Transitional Year Program (TYP) recruits and enrolls "high risk" students for a specially designed course of study that "aims at combining the best of their own culture with the best of the culture that has been the traditional concern of our colleges and universities." TYP and the Office of Special Recruitment employ black, white, and Puerto Rican Brandeis students to recruit TYP candidates in their respective communities. Although recruitment is nationwide, most TYP students are from the East. Those who have finished high school, even if they do not have a diploma or college preparatory background, are eligible for admission. In addition to standard information on their applications, TYP candidates are asked to indicate their: specific goals and why TYP has "special relevance" for them; interests and activities for the five years prior to their application; and plans if they are rejected for TYP. The application is followed by a personal interview conducted by a current or former TYP student and a faculty or administrative TYP staff member. The Transitional Year Committee on Admissions, including TYP administrative and instructional staff and students, a Dean of Students and Office of Admissions representatives,

selects the TYP students. Some of the criteria used in evaluating applicants include: (1) letters of recommendation; (2) results of the personal interview; (3) the care and intelligence with which the application is filled out; and (4) the existence of non-academic problems, such as drugs, which may hinder performance. Such problems do not automatically eliminate a candidate.

16. Carleton College, Northfield, Minnesota 55057. Fred Easter, Coordinator of Black Activities.

    Carleton is seeking to diversify its student body. Although Carleton applicants generally have College Board scores in the high 600s and rank in the top 10% of their class, the College does not expect minority group students to have these scores and background. The College considers potential ability as well as credentials.

17. Catholic University of America, Washington, D.C. 20017. "Report to President Clarence Walton of the Catholic University of America on the Partnership Program." Thaddeus Aubry and Leon A. LeBuffe. July 1, 1970. Program began Summer 1969.

    The Partnership Program recruits students from public and parochial high schools in the District of Columbia and the surrounding area who lack the funds and normal academic prerequisites for admission to Catholic University. Black students and Partnership staff contact high school counselors and teachers by mail requesting meetings with students who have no apparent opportunity to attend college. After an initial meeting with these students at their schools, recruiters interview those interested in applying at the University. Recruiters also solicit information from teachers, community contacts, and others who know the students. Students who are accepted must attend summer school and also receive counseling and academic assistance during the year. Limited financial aid is available. Eighty-five students registered in the first year of the Program, and the staff reports that the personal evaluations more accurately indicated academic potential than did traditional academic criteria.

18. Chico State College. *Improving Access to Higher Education for Youth Our Educational System Has Not Traditionally Served.* John Otto, 1969. ED 032 556. MF-$0.50, HC-$4.50.

    Chico State College began developing its recruitment program for minority and/or disadvantaged students in the fall of 1967. One aspect of this program is concerned with maintaining a system of contacts at community agencies, financial aid programs, federal projects, and high schools serving primarily minority students. Students, faculty and others from minority and low socioeconomic backgrounds seek potential students who cannot be reached through normal channels. When these students are identified, arrangements are made to commit various forms of financial aid, and the candidates are asked to apply. Voluntary campus visits are arranged. These include: (1) a "reality" session describing the campus and community climate which is conducted by the

Student Affairs staff and currently enrolled minority and disadvantaged students; (2) individual meetings with admissions and financial aids staff to ensure that all procedures are completed; (3) visits with host students; and (4) an overnight stay with a host student. Minority/disadvantaged applicants are considered separately from regular applicants, and, whenever possible, they are interviewed by an admissions officer. Recommendations, evidence of ability to achieve in college, and the ability to *"adapt to and eventually profit from"* a Chico State education are emphasized during the admissions process.

19. City University of New York. SEEK and College Discovery (Recruiting). L.G. Brailey, Associate Dean, Office of Admission Services, 875 Avenue of the Americas, New York, New York 10001. Begun 1966.

    The SEEK (Search for Education, Elevation and Knowledge) and College Discovery programs offer tutorial service, guidance, and financial aid in New York's four-year and community colleges. To be eligible for one of the programs, a student must be under 30 years of age, meet financial and residential criteria, have a high school or equivalency diploma, and have no previous college experience (military education is accepted). Students are recruited through high schools, community and public agencies. In September 1970, 5700 students will be in SEEK and at least 2000 in College Discovery. In comparing regular college students with those enrolled in these special programs, attrition rates are about equal, grade point averages are slightly lower for special students, and they earn about 60% of the credits that regular students earn by the end of the year.

20. The Claremont Colleges: Pomona, Scripps, Pitzer, Claremont Men's, and Harvey Mudd. William Gann, Director, Program of Special Directed Studies, 1009 North College, Claremont, California 91711. Begun September 1968. Sponsored by the Rockefeller Foundation.

    The Program of Special Directed Studies (PSDS) annually selects 40 students who are expected to have marked intellectual ability and potential for academic success, but whose academic records and test scores do not reflect these qualities because of "limitations upon the students as a result of economic, racial and cultural disadvantages in their environment and experience." In choosing these students, the Admissions Committee looks for such personal qualities as intellectual and emotional openness, eagerness and courage to encounter new experiences, a sense of personal worth and an understanding of both the extent and the limitations of individual abilities. Recommendations and success in any area are also considered. A student may continue in the Program for up to two years, when his progress will be evaluated and recommendations made for his future academic program.

21. Colgate University. Hamilton, New York 13346. Thomas S. Anthony, Assistant Dean of Admission and Samuel D. Johnson, Director, University Scholars Program. Begun September 1967.

    The University Scholars Program includes both admissions and support activities. In the admissions phase, the recruiting program focuses on minority

groups from northeastern urban areas, particularly residents of New York State. About 90% of the recruited students are black. The program concentrates on large inner-city high schools, and the College is also cooperating with 70 community action programs across the country. Students being considered for admission to the Program spend at least one night on campus and meet with the admissions staff. One of the criteria for admission is evidence of strength in one academic field. Some students have been out of high school for several years and have recently earned high school equivalency diplomas. Entrance examinations are not emphasized, since most scores range between 300-499 on the verbal portion. In the two-year supporting part of the Program, the students receive almost complete funding, and may voluntarily participate in such activities as tutoring, counseling, special courses, and an extended probationary period. An informal analysis of the Program suggests that while University Scholars have more adjustment problems, their academic record is not seriously affected and their attrition rate is on par with the rest of the student body.

> There is also a problem with motivation *after* the student has been on campus for awhile. Perhaps there is a tendency to assume that the programs will in some way see that he progresses academically without personal effort.

22. The College of St. Catherine, St. Paul, Minnesota 55116. Mrs. Lorraine Jensen, Director of Admissions. Begun September 1969.

    The College recruits students from educationally disadvantaged and minority groups. Admission is based on the applicant's record, interest in and aptitude for college work. Required SAT scores are given less weight. Five full-tuition scholarships are available for minority students.

23. The College of the Holy Cross, Worcester, Massachusetts 01610. James R. Halpin, Director of Admissions.

    The College conducts a recruitment program for all minority groups. Its admissions staff visits major cities, such as Chicago, New York, Savannah, Miami, and Cleveland to attract students. In addition, the staff works with the directors of Upward Bound programs, Aspira, HARCAP, and similar organizations. In accepting disadvantaged students, the importance of standardized test scores are minimized, and greater reliance is placed on class rank, teacher recommendations and the College interview. Individual visits to the campus are encouraged and the College arranges weekend visits for groups.

24. Connecticut College. New London, Connecticut 06320. Timothy B. Evers, Associate Director of Admissions. January 1970.

    In conducting a two-week special studies program, Connecticut College students visited minority, especially black, students in lower and middle income urban and suburban communities within a 200-mile radius of the campus. Meetings were arranged with students in college preparatory programs at their high schools or community organizations for the disadvantaged. The student

recruiters discussed the possibility of going to college and described college life. The recruiters found qualified students from disadvantaged backgrounds who would not otherwise have been reached. The College has not established its own recruiting program.

25. Cooperative College Centers in New York State. Emilio Rivera, Jr., Associate University Dean for Special Programs, State University of New York, Thurlow Terrace, Albany, New York 12201. Funded under New York State's Full Opportunity Program. Begun 1968.

    The Cooperative College Centers are regional consortia of one public and one or more private colleges that offer technical and liberal arts remedial courses without credit and lower division college courses with credit. Economically deprived New York State residents who have a high school diploma or equivalent are recruited for the College Centers through community leaders and organizations, the media, high schools and conventional recruitment programs. Rather than relying on traditional measurements, each Center evaluates students using procedures it has developed. In the Centers, students progress at their own level and are encouraged to pursue college degrees across the country. The State University of New York institutions involved in the program are at Buffalo, Brockport, Syracuse (Upstate Medical Center), Purchase, and Stony Brook.

26. Cornell University, Ithaca, New York 14850. Carson Carr, Committee on Special Educational Projects, Day Hall. Began September 1965.

    Minority group students admitted to Cornell through the Committee on Special Education Projects (COSEP) are recruited largely through high school visits and alumni contacts. Many applicants visit the campus for interviews, tours and meetings with black students at Cornell. Admission is selective, and students considered academic "risks" are tentatively accepted on the condition they successfully complete a pre-freshman year summer program at Cornell to enroll in the fall. Qualifications for admission include high school records, and such "non-intellectual factors" as the student's motivation, community action work, and leadership. SAT scores are not emphasized. Complete financial aid is available.

    The COSEP program has been considered successful – very few students have left Cornell – and the enrollment of minority students has increased significantly over the last five years.

27. Dickinson College, Carlisle, Pennsylvania. David D. Cuttino, Assistant Director of Admissions.

    Although Dickinson has no formal recruiting program, 7% of this year's entering freshman class is black. While many of these students hold awards from the National Achievement Program for Negro Students, the College is also interested in "differently prepared students." In evaluating these students, standard test scores are not emphasized, and greater attention is paid to academic strengths, motivation, and personal recommendations. Some financial

aid is available. Dickinson, as part of a consortium with Gettysburg and Bucknell, conducted a Summer Transition Program for high risk students.

28. Earlham College, Richmond, Indiana 47374. John E. Owen, Director of Admissions. Began 1965.

The recruiting program focuses on socioeconomically disadvantaged primarily black students.

The recruited students have demonstrated academic potential through some degree of success in their high school programs, although frequently in schools which have been inadequate and programs which were not fully college preparatory.

More emphasis is placed on motivation than on test performance. Earlham students have participated in the recruiting program. The September 1970 freshman class is 10% black, and most of these students have significant financial aid. "Earlham ... has undergone considerable change ... as a result of its greater involvement with [these students]. The results have been generally positive but not always comfortable."

29. Educational Opportunities, Incorporated. Mrs. Hope Johnson, Bureau of Employment Security, Johnstown, Pennsylvania. Began Summer 1969. Sponsored by institutional and private funds.

Under Educational Opportunities, Incorporated (EOI), economically deprived students are recruited for admission to the University of Pittsburgh at Johnstown, St. Francis College, and Mount Aloysius Junior College. These schools, and the local NAACP, distribute information on EOI through local black churches and mailings to all black parents in the area. Traditional academic criteria are considered, but emphasis is placed on interviews and recommendations. Students may be accepted for a full or reduced course load in a September class or admitted to a remedial summer session, after which they may be accepted to one of the participating colleges. Financial aid is available. Twenty-three students were in the program in 1969, 38 in 1970.

30. Elmhurst College, Elmhurst, Illinois 60126. Donald R. Weiss, Director of Admissions.

Recruitment of black students from a poor economic background and having average academic records is carried on within the regular admissions program. The admissions office also works with various organizations involved in recruiting and visits inner-city schools. Within the last four years, the black population has increased from 1% to 9% of the total enrollment, and the total number of students coming from families of less than $6000 has increased tenfold. "There have been no significant differences in the academic performance of these students."

31. The George Washington University, Washington, D.C. 20006. J.Y. Ruth, Director of Admissions, and William Trent, Director, Educational Opportunity Program. Began Fall 1969.

This program recruits minority students and/or economically disadvantaged students in the District of Columbia through high school visits and Project Open, a Talent Search project. The program is supervised by a faculty-administration-student committee and was designed to increase the University's black population and meet the demand of Washington students for higher education. The program attempts to enroll only very needy black students whose academic records and/or standardized test scores and other relevant data indicate potential for college study.

32. Georgetown University, Washington, D.C. 20007. Charles A. Deacon, Associate Director of Admissions. Began 1968.

Georgetown's recruiting program focuses on the District of Columbia high schools. Each school is visited by an admissions officer and a member of the Black Student Alliance. Outside the District, staff recruiters visit at least one inner-city school in every area they contact. The Admissions staff looks for indications of academic motivation and success in the previous environment. Participation in a summer study program, with an opportunity for a work-study schedule, is required.

33. Goucher College, Baltimore, Maryland 21204. Mary Ross Flowers, Admission Office.

Goucher actively recruits minority students through its Admission Office and its Black Students Association. In the summer of 1970, two students worked with Afro-Americans for Educational Opportunity. The College is also assisted by the National Scholarship Service and Fund for Negro Students, Upward Bound, and other organizations. Goucher has limited scholarship funds and does not offer a compensatory program.

34. Guilford College, Greensboro, North Carolina 27410. John K. Bell, Director of Admissions.

The college follows its general admissions procedure, but gives "careful, personal attention" to students from all minority groups and white students from poverty backgrounds. In 1969-70, 65 minority/poor students were enrolled and 25 more will be freshman in Fall 1970. Attrition has been comparable to that for all students.

35. Hamilton College, Clinton, New York 13323. Christopher W. Covert, Associate Secretary of Admissions. Begun September 1969. Sponsored by institutional, state and federal funds.

Black and Puerto Rican students from socially and economically disadvantaged backgrounds have been recruited. They are admitted on the basis of grades, recommendations, and required interviews. Special counseling,

tutoring, and study skills are available, and some academic requirements can be adjusted and course load requirements reduced.

36. Hamline University, St. Paul, Minnesota 55101. Dean G. Trampe, Director of Admissions.

    Hamline is in the process of organizing a social, academic and recruitment program for economically and culturally disadvantaged students. Also under way is a general admissions effort to increase the numbers of disadvantaged black students and Minnesota Indians in the student body.

37. Harvard College, Cambridge, Massachusetts 02138. John P. Reardon, Associate Dean of Admissions and Financial Aid.

    Harvard actively recruits minority students on a national basis. While there is no special recruiter, two on the admissions staff are black, and all members are responsible for seeking out students from disadvantaged backgrounds. The Office works through schools and programs like Upward Bound and also depends heavily on its students and its Alumni Committee network for recruiting. Of the 1200 freshman in this fall's class, more than 100 are black, about 15 are Mexican American, several are American Indians. Financial aid is available to all students who need it.

38. Hofstra University, Hempstead, New York 11550. Rupert Jemmott and James E. Boatwright, New Opportunities at Hofstra. Began 1964. Sponsored by institutional, government and foundation funds.

    New Opportunities at Hofstra (NOAH) identifies and aids 15 students who are potentially able to do college level work, but have been underachievers in high school, come from low-income families, and are "restricted socially by society." More than 200 candidates are interviewed by administrators and students for the 15 openings. Students who are accepted must attend a special five-week summer session for academic preparation before entering regular classes in the fall. Academic and counseling aid is available throughout the freshman year, and students are limited in their extracurricular activities and work load. As of Fall 1969, NOAH's withdrawal rate for academic and/or personal reasons was less than 30%. More than one-half of the students in the program had grade point averages of C or better. Five students have graduated.

39. Kirkland College, Clinton, New York 13323. Carole Walker, Recruiting Program. Began Spring 1967. Partially sponsored by New York State Higher Education Opportunity Program.

    Kirkland College seeks economically disadvantaged minority students who have not followed a college preparatory program. Students are recruited through special programs such as Upward Bound, Talent Search agencies, and visits to inner-city high schools. Minority students accompany admissions staff on all trips. Black and Puerto Rican applicants are invited as separate groups for a weekend visit to the campus.

40. Lafayette College, Easton, Pennsylvania 18042. Michael K. Jackson, Assistant Director of Admissions.

Racial minorities are recruited through the regular admissions program. Professional staff and the Association of Black Collegians, an undergraduate group, are involved in recruiting. There has been a gradual increase of minority group students over several years, and black students comprised 6.5% of the freshman class in September 1970.

41. Loyola University, Sterling Sincore, Director, SCOPE, 6363 St. Charles Avenue, New Orleans, Louisiana. Began Summer 1969. Sponsored by Ford Foundation and institutional funds.

SCOPE identifies and recruits students whose academic records and test scores, "underachievement, lack of money... and/or race/class/cultural characteristics, taken together, place him at a disadvantage" with the majority of Loyola's student body, but who indicate potential for academic success. Generally, these students are black, from poverty areas, and from large families in which post-secondary education is unusual. In recruiting, SCOPE contacts teachers, counselors, high school principals, and other students. Students also are referred by community agencies and programs. SCOPE itself canvasses urban and rural poverty areas for candidates. An optional pre-semester four-week tutoring program is available, during which "an intensive motivational and attitudinal change program" is conducted. Participants are tested and work individually with tutors and counselors. During the academic year, these students take no more than 12 semester hours of regular course work, as well as a specially designed American civilization course. During summer of 1969, 65 students, 45 of them white and 20 black, were enrolled. Of these, all but five black students enrolled at Loyola; five black students enrolled at Xavier College.

42. Massachusetts Institute of Technology. Roland B. Greeley, Director of Admissions, 77 Massachusetts Avenue, Room 3-108, Cambridge, Massachusetts 02139. Begun 1968.

The Admissions Office is seeking minority group students who "have suffered the consequences of economic impoverishment, social descrimination, or inadequate educational opportunities." Their high school records should indicate that math and the sciences are their strong subjects. Although SAT and achievement tests are required, the admissions staff acknowledges that these scores may be "deceptive." Those accepted receive full financial assistance for their first two years and scholarship and loan assistance on a par with other students during their last two years. MIT finances an optional introductory summer program, Project Interphase. Counseling is available during the academic year. In 1968, eight black students and one American Indian were admitted. In September 1970, there will be 57 black students and a number of other minority group students.

43. Michigan State University. ["Admission of High Risk Students at Michigan State University"] Abramson and Schwartz. November 20, 1968. ED 028 730. MF-$0.25, HC-$0.45.

This paper describes the development of Michigan State's recruiting program for disadvantaged students from 1963 to the present. Beginning with "Project Ethyl," admissions men asked the principals of high schools most likely to serve disadvantaged students to nominate boys who qualified for admission not by grades or test scores, but by motivation. These students received a financial aid package of jobs, scholarships and loans, and intensive counseling during their first year. Of the original 22 students in the Project, nine (41%) were graduated on time or nearly on time. In 1967, the "Detroit Project" recruited 70 students–66 of them black, from the inner-city – who again did not meet standard admissions criteria but showed motivation. Of these, 27 returned for their second year in good academic standing and seven returned on a tentative basis. Recruiting methods in Fall 1968 involved a focus on black seniors during visits to high schools by admissions counselors and especially upon those who had not considered college because of financial problems. The Detroit Volunteer Placement Corps, a Project Ethyl graduate and students from the Detroit Project worked with the admission staff to recruit students.

44. Muhlenberg College, Allentown, Pennsylvania 18104. George Gibbs, Director of Admissions, Muhlenberg College Educational Opportunity Program. Began June 1968. Sponsored by institutional funds and Economic Opportunity Grants.

During its first year, this program recruited six inner-city students on the basis of "high motivation and relatively fair-to-good academic preparation." People outside the College who are involved with inner-city students participated in the recruiting and selection process, as did a student-faculty-administration committee. Students selected participate in a compensatory program.

45. Northeastern Illinois State College, Chicago, Illinois 60625. Jerome M. Sachs, President, and Fred F. Harcleroad, President, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240. Began Fall 1968.

Thirty inner-city students were chosen for "Project Success," an experimental program for "high risk" students. The criteria for choosing these students were: (1) sufficient economic deprivation to make college education unfeasible; (2) academic potential, as measured by ACT, which does not meet Northeastern Illinois' standard for admission; and (3) personal interviews which indicate motivation to pursue goals commensurate with a college education. A second, control group of inner-city students were also accepted under the regular admission policy. The experimental group of students is not segregated from the college population, but does follow a special program which includes tutoring services, special instructors, and special counseling. Both control and experimental groups will take a battery of tests, and the program will be evaluated for its ability to help high risk students achieve their goals.

46. Northwestern University, Evanston, Illinois 60201. William Ihlanfeldt, Director of Admission and Financial Aid. Begun September 1966.

This recruiting program focuses on black students in "high schools serving communities with low socio-economic status." The program originally was restricted to Chicago high schools, but now black students, after three months of training, represent the University in other major cities. Liaisons have been established with Chicago high schools, and students are interviewed both in their schools and on the college campus. Admissions staff emphasized "non-intellective factors" such as pride, self-expectancy, responsibility and agressiveness. Students who are accepted are offered financial aid and promised summer jobs. They can attend a six-week compensatory program during the summer. This program changes yearly. The attrition rate is less than 5%. Of the 54 who entered the first year, 45 have graduated.

47. Ohio Wesleyan University, Delaware, Ohio 43015. Ralph L. Hoffhiness and Richard E. Payne, Admissions Office. Began September 1968.

The Admissions Office and the Student Union on Black Awareness cooperate in recruiting black students from large inner-city areas, as well as rural and private schools. Since the University has no special program – although tutoring, reduced class loads and an English clinic are available – students who have achieved academically in high school are most likely to be accepted. Some emphasis is placed on College Board scores. The first recruiting effort resulted in 45 black freshmen, more than three times the number for each of the previous three years. The large majority of these students receive partial or complete financial aid. In September 1970, 46 blacks will be in the freshman class.

48. Pembroke College, Brown University, Providence, Rhode Island 02912. Alberta F. Brown, Dean of Admission. Began 1968.

A black admissions officer is responsible for proposing policies and practices for recruiting minority students. She also conducts a program involving school visits and interviews which parallels, in many respects, the regular program. She is, however, responsible for developing contacts with special agencies concerned with minority group students and with secondary schools which have heavy enrollments of minority students. She also works with black students on campus in preparing recruitment literature and directs their program of school visitation and interviewing. In addition, she is involved with the Afro-American Society in such activities as the Black Arts Festival, to which prospective black students are invited. Students who are admitted to the College may attend an academic summer program. Black student enrollment rose from about two to 17 in 1968, and more than 50 new students have registered each year since then.

49. The Pennsylvania State University. George Culmer, Admissions Director, Special Educational Opportunity Program, 215 Shields Building, University Park, Pennsylvania 16802. Began Fall 1968.

The University seeks "those whose educational, social or economic status, for reasons largely beyond their control, denies them full opportunity for development in the society," in proportion to their number in Pennsylvania's population. The Admissions staff looks for demonstrated potential and motivation. The Special Educational Opportunity Program (SEOP) involves recruiting, pre-registration counseling and orientation, special courses, tutoring, and financial aid. In 1968, 10 students were admitted to the University through SEOP; there were 250 SEOP students in 1969, and admission is being offered to 500 students in 1970.

50. Pomona College, Claremont, California 91711. John E. Quinlan, Dean of Admissions. Began 1968.

The college uses a black and a Mexican-American recruiter to achieve its enrollment goal of a 10% black and10% Mexican-American student population. These recruiters work from the Center for Educational Opportunity of the Claremont Colleges and are helped by black and Chicano students. Students recruited must have one or both SAT scores in the high 400 range and approximately a B average in high school. The 1969 freshman class has 10% black and 7% Mexican-American students. The Fall 1970 enrollment has 10% black and 11% Mexican-American students. The usual predictors of academic success have proven valid for minority students at Pomona. No special programs are available for minority students.

51. Princeton University. Box 430, Princeton, New Jersey 08540. Roberto Barragan, Jr., Director of Minority Recruitment. Began 1965.

Princeton University recruits blacks, Puerto Ricans, Chicanos, poor whites "to reflect the national percentage." The recruiting officer relies on college students and community contacts, rather than high school visits (except in New York City), to reach potential students. Criteria used in evaluating these applicants include academic record, nonacademic credentials, and College Board scores. Minority group college organizations provide assistance during day and weekend visits to the campus. In 1970, 190 minority group freshmen enrolled.

52. Rhode Island School of Design, Providence, Rhode Island 02903. John Torres, Special Assistant to the President. Began 1968.

For minority students, the application process at the Rhode Island School of Design differs in two ways: (1) the application fee is waived when need is established; and (2) minority students make a special visit to the campus and have their portfolios reviewed. Financial aid has been available to meet the full needs of 34 minority students, and will continue for about 15 new students each year. An administrator supervises these students throughout the year and has

helped to place minority students at other institutions when Rhode Island has been unable to accept them.

53. Rutgers University. Willie J. Hamm and James A. Ruffin, Admissions Office, Rutgers College, New Brunswick, New Jersey 08903. Began September 1969.

Rutger's Talent Search recruits "disadvantaged" students for two programs: the Urban University Department and the Transitional Year Program. In both programs, students are selected on a competitive basis, by their need and desire for a program, recommendations, personal interviews, College Board scores, and demonstrated financial need. The Urban University Department involves 75 students who graduated from high schools in the communities in which Rutgers has its major campuses: Newark, Camden, New Brunswick, and Piscataway Township. These students do not live on campus. Through an interdisciplinary and flexible approach, the Department with faculty help prepares them for entry into the regular academic program. They are allowed two years in the Urban University Department. In the Transitional Year Program, 100 students participate in an academic and cultural program designed to prepare them for regular college activities. They live in college dormitories and may participate in informal athletics. By the middle of the academic year, 90% of these students' registration was in regular college courses.

54. Southern Illinois University. Miller Boyd, Director, Experiment in Higher Education, Teacher-Counselor Project, 460 N. 9th Street, East St. Louis, Illinois. Began September 1966. Sponsored by institutional and state funds, and Ford Foundation.

The Teacher-Counselor Project, the recruiting arm of the Experiment in Higher Education (EHE), draws its students largely from the East St. Louis area. Almost all students meet poverty criteria. Graduates of EHE also advertise the program and increase the applicant pool. The selection of a student is based on an assessment of his motivation and sincerity, as indicated from questionnaires and personal interviews. Financial aid is available. The "high-risk" students participate in the EHE for their first two years of college, in a program especially tailored to their needs. "The program has been highly successful and has served as a model for other programs across the country." This year, EHE has an enrollment of 250 students. Of the original 100 who entered the program, 25 completed their degrees in four years, and about 70% of the rest are continuing their education. Because of its growth and expanded curriculum, EHE is able to help students complete their degrees in four years without having to make up prerequisites at other colleges and universities.

55. Trinity College, Michigan and Franklin Avenues, N.E., Washington, D.C. 20017. Sister Patricia Langan, Office of Admissions. Begun September 1965. Initially sponsored by the Carnegie Corporation.

Girls from disadvantaged backgrounds are recruited by the Admissions Office and come largely from Washington, D.C. While they are expected to fulfill

regular admissions requirements as much as possible, consideration is also given to evidence of academic potential as seen in class rank or above average performance in two or more subject areas. Financial aid comes from several different sources and the girls find employment on and off the campus. Some students qualify for work-study salaries.

56. Tulane University, New Orleans, Louisiana 70118. Edward A. Rogge, Director of Admissions.

Tulane recruits Afro- and Mexican-American students of low socioeconomic status who have good to excellent academic records. An admissions officer and currently enrolled black college students visit formerly segregated high schools to talk about "the rationale behind a black man attending a predominantly white university. An attempt is made to describe . . . the social milieu . . . as accurately as possible so that the young black does not enter unaware of the climate." During the visit, the application procedure is outlined in detail. Test scores and their bias is discussed and applicants are urged to apply despite SAT results. Fees may be waived. In 1969-70, Tulane doubled its number of black freshmen, but it does not receive a sufficient number of applications to allow selectivity.

57. University of California, Los Angeles. "Recruitment, Academic Support, Financial Aid, and Some Interrelated Considerations." Charles Z. Wilson. [1969.] ED 032 564. MF-$0.25, HC-$0.60.

In bringing poor and minority group students into the University of California at Los Angeles, administrators "saw... [their] task as one of extending University support to the black and Mexican-American communities of California." Black and Mexican-American students were chairmen of task forces that examined and suggested solutions for problems affecting their communities; faculty and administrators served as advisors. The College Commitment Program resulted from these efforts because the students reported that the traditional argument for a college education – the promise of a good job and security – was not believed in their communities. They developed a policy of

> [longitudinal recruitment: going into the schools at the 9th and 10th grades, recruiters stress] the importance of getting an education.... of coming to the University and *returning to their communities* to make contributions with the knowledge they are able to acquire at the University.

Another result of their efforts was two Teen Opportunity Centers. In these, students attempt

> to reach many very creative, imaginative and able students who have, for one reason or another, dropped out of high schools or are not performing in the manner that is generally expected.

58. University of Chicago. Chicago, Illinois 60637. Mrs. Enid M. Fogel, Assistant Director, Office of Admissions and Aid.

Chicago's Urban Talent Search was organized "to increase the awareness of minority-poverty students of available opportunities, and to find promising students for college." University representatives visit Midwestern inner-city high schools to speak with students and counselors about their programs. A special admissions committee processes applications of these students. The committee relies heavily on recommendations and de-emphasizes standardized test scores. The primary criterion for acceptance is that the student has performed well in his own environment. A six-week summer program for English and math skills was conducted in 1970 for 30 students. In addition, tutorial and counseling services are available during the academic year. In preparation for Fall 1970, 51 schools were visited and 44 applications received. Of 22 applicants admitted, 15 are freshmen this fall.

59. University of Iowa, Iowa City, Iowa 52240. *Summary Report for Educational Opportunities Program 1968-1969, 1969-1970.* Phillip E. Jones, Coordinator. HE 001 712 (RIE Jan 71). MF-$0.25, HC-$1.10.

The University of Iowa recruits minority students from its own state and from cities in neighboring states. These students, who are offered academic and financial assistance, must meet minimum entrance requirements: they may have good grades and low test scores, or the reverse. To recruit high school students, representatives of the Educational Opportunities Program (EOP) contact high school counselors by mail and subsequently meet with students at their schools. The recruiters later meet with students who have applied for admission and have a third visit with parents and students to discuss financial aid and other questions. Transfer students are recruited from surrounding junior colleges, and are evaluated by their success at these institutions, rather than their high school records, which would ordinarily disqualify them for admission. The EOP extends opportunity for graduate study to "a person with academic potential from educational and economic situations, that might not allow him to pursue a graduate degree." In the 1969-70 academic year, 89 of the 118 students, or 90%, in the entire program remained in good standing.

60. University of Michigan, Ann Arbor, Michigan 48104. George D. Goodman, Opportunity Award Program. Begun September 1964.

Disadvantaged students are recruited through high schools in major metropolitan areas in Michigan. The recruiter and admissions officer for the program work with high school personnel in evaluating students on the basis of test scores, high school grades, faculty recommendations and personal interviews. Students are then asked to apply to the University. Those accepted receive financial aid in the form of a "University Opportunity Award" which provides the difference between the student's total resources and the cost of his education. An optional tutoring program is available. Of the 554 students

enrolled from 1964-68, 81% have remained in the program. Some of the 19% who have withdrawn plan to return or have transferred to other schools.

61. University of Minnesota, Minneapolis, Minnesota 55455. "The University of Minnesota Martin Luther King Tutorial Program," *The General College Studies, vol. VI, number 4, 1969-1970.* Norman W. Moen and David L. Giese. ED 041 321. MF-$0.50, HC-$4.55.

    This report describes and evaluates the results of the first Martin Luther King Tutorial Program, 1968-1969. The Program provides direct financial assistance to needy students, and conducts a tutorial program throughout the academic year. Recruiting for this program did not begin until May 1968. Arrangements for processing and counseling were made with the University, and three recruiters worked with local secondary school officials and counselors to identify potential college freshmen. Visits were made to St. Paul high schools, and students were also recruited through local community agencies after secondary schools closed for the summer. Recruiters also used personal contacts to locate candidates. Finally, 150 students, more than half girls, were recruited for the Fall. They met the academic requirements of the colleges to which they were admitted, and the "average percentile rank in high school graduating class was 53.3.... King students do less well on tests requiring verbal facility than one would expect from their academic achievement in high school." More than half the students are black, and others are white, American Indian, and Spanish-American.

62. University of Pittsburgh, Pittsburgh, Pennsylvania 15213. Edward J. Barnes, Director, University Community Educational Programs, 1801 Cathedral of Learning, and Kenneth J. Wenger, Dean of Admissions and Financial Aid, 107 Schenley Hall. Began September 1968.

    The Malcom-Martin-Marcus Scholars Program (Tri-M) conducted by the University Community Educational Programs is directed at low-income black and other minority group students in and around Pittsburgh who generally do not meet traditional college admissions standards. The two-year program has been funded for 50 students each year since it began. A black recruitment officer and the admissions staff recruit students through high school guidance counselors. Admission is based on evidence of interest, motivation, and maturity, and recommendations from faculty, and/or people in grass roots organizations. Tri-M Scholars participate in a seven and one-half week orientation program, receive special supervision for their first two years of college and are allowed to take reduced course loads. Financial aid is also available.

63. Vanderbilt University, Nashville, Tennessee 37203. Walter R. Murray, Jr., Admission Counselor for Black Students, Undergraduate Admissions Office.

    As part of its recruitment of black students, Vanderbilt established the position of an admissions counselor for black students in July 1970. He will

maintain contacts with the black community and its high schools. Black students at the University serve as recruiters, and the Afro-American Association writes each applicant and encourages those who are accepted to enroll. The University has modified its admissions policy and a limited amount of University funds have been allocated for scholarships to black students only. Students are evaluated by their high school records and class rank, but standard test scores are also considered. The Afro-American Association conducts a tutoring and counseling service for freshmen. A proposal submitted by a joint committee of black students and faculty would increase the enrollment of black students at the University and "meet a responsibility to the black students of the region." This proposal pays special attention to the recruitment of the "false negative" student, and the academically disadvantaged. The first group are those refused admission through the normal selection process who might succeed at Vanderbilt if the criteria for selection emphasized motivation over measurable ability. The academically disadvantaged students are those who would need a special program in order to succeed. Both groups of students would participate in a screening process conducted by trained black undergraduate and graduate student personnel. The University seeks "the applicant who has an organized and realistic perception of himself and his environment and their interrelation."

64. Wake Forest University, Post Office Box 7305 Reynolda Station, Winston-Salem, North Carolina 27109. Ross A. Griffith, Assistant Director of Admissions.

The Admissions Office has intensified its recruitment of black students, although other minority groups are also recruited. The Afro-American Society has assisted the Admissions staff by writing and hosting prospective black students and traveling with a member of the Admissions Office to various high schools. In identifying prospective students, the Office has utilized the services of such groups as the National Scholarship Service and Fund for Negro Students, Upward Bound, and Project OPEN. In evaluating minority students, the overall high school record is emphasized. Most minority students had B or better records. With the Fall 1970 enrollment, the total black enrollment will be at least 50.

65. Washington University, St. Louis, Missouri 63130. O. W. Wagner, Director of Admissions.

Washington University recruits minority students through high school and special program counselors. The Admissions Office considers "high school record, performance on the Scholastic Aptitude Test, and full and explicit comment from the school and any people closely involved with the student." These comments may help to offset low SAT scores or other weaknesses in the student's record. Some financial aid is available.

66. Wilmington College. Wilmington, Ohio 45177. William B. Messmer, Admissions Counselor, Box 1325. Began September 1970. Partially sponsored by the Calder Foundation and state and federal funds.

Economically deprived students with college preparation backgrounds have been recruited from two geographical areas: (1) greater New York City and (2) Ohio, specifically center-city schools in Cincinnati, Dayton, and Columbus. The New York City students, who will be supported by the Calder Foundation, were recruited through local community college placement agencies and interviewed by admissions staff. Accepted candidates visit the campus at least once before enrolling. In Ohio, the students were recruited by black students already at the College. Criteria for admission included class rank, standardized test scores, and emotional traits, such as flexibility, determination, and emotional support from the candidate's family.

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